

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK

## Crisis Intervention

**Course Number:** SW 393R 29

**Instructor:** Suze L. Miller, LMSW

**Unique Number:** 61875

**Phone:** 512-413-3723 Cell

**Semester:** Fall 2010

**Email:** suzemiller@sbcglobal.net

**Meeting Time:** Weds 5:30 – 8:30 pm

**Office Hours/Location:** Mon/Wed:

**Meeting Place:** Room 2.130

5:00 – 5:30 and by appt. 3.104A

### I. Course Description:

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with crisis intervention. The prevalence of acute crisis situations in our society necessitates that social workers acquire a knowledge and skill base for effective and professional crisis intervention. Students will study evidenced-based applications of theory to practice with identified at-risk populations. Special vulnerabilities and ethical concerns for at-risk populations will be examined. Students will apply crisis intervention theory and models of intervention to various problem areas such as suicide, sexual assault, domestic violence, substance abuse, grief and loss, and violent behavior in institutions. A bio-psycho-social and cultural emphasis will be applied to the various problem covered.

### II. Objectives:

1. Demonstrate knowledge of basic theoretical approaches and models of Crisis Intervention.
2. Demonstrate skill in the application of the triage model in the assessment of cognitive, affective and behavioral domains in crisis situations.
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, the processes involved in human change, and the capacities and resources of people in crisis.
4. Demonstrate an advanced clinical knowledge of intervention with specific areas of crisis, including suicide, sexual assault, domestic violence, substance abuse, grief and loss, and violent behavior in institutions.
5. Critically examine professional use of self and personal limits involved in Crisis Intervention.
6. Critically evaluate ethical and professional issues related to Crisis Intervention, with particular attention paid to the principles of ethical decision-making as presented by the NASW Code of Ethics.
7. Demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from religion/spirituality, physical or mental ability, developmental level, age, and national origin.
8. Demonstrate the ability to skillfully implement, document, and evaluate the effectiveness of clinical interventions for people in crisis.

### III. Teaching Methods

This class provides opportunities for both theory and skill development. Lectures, class discussion, textbook assignments, experiential activities, special projects and papers will be utilized to achieve course objectives. Guest lecturers and media will provide supplementary learning resources. Lectures are designed to supplement readings. Experiential activities are designed to provide the student with a relationship to the reading. Students are expected to come prepared to each class and participate in discussions of assigned readings and of supplementary material presented in lectures.

### IV. TEXTS :

#### **Primary Texts – REQUIRED (2):**

Roberts, A.R. (Ed.). (2005). *Crisis intervention handbook: Assessment, Treatment, and Research* (3rd ed.). New York: Oxford University Press

Kanel, Kristi (2007). *A Guide to Crisis Intervention* (3<sup>rd</sup> ed.). California: Brooks/ Cole.

#### **Supplemental texts:**

There will be selected chapters from the following books on Blackboard during the semester, but both are helpful, should you want to purchase them.

Myer, Rick A. (2001). *Assessment for Crisis Intervention; A Triage Assessment Model*. Wadsworth; Brooks/Cole

Greenstone, J. L. & Leviton, S. C. (2002). *Elements of Crisis Intervention; Crises and How to Respond to them* (2<sup>nd</sup> ed.). Brooks/Cole

### V. Course Requirements

1. The class experience is a collaborative endeavor, and students are expected to attend class regularly and to participate in an interactive dialogue between students and professor. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Attendance and level of participation will be taken into consideration in final grade assignments.

Punctuality is an important professional practice. Class will begin promptly at 5:30 pm. Students should make every effort to arrive on time. Late arrivals can disrupt the class process.

Students will be allowed **one unexcused absence**. If a student misses more than the allotted unexcused absence, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one allowed. If a student is going to be absent, efforts should be made to contact the professor in advance and secure an excused absence. Students will not be penalized on their final grade for excused absences. Students are responsible for any material missed due to absence – excused or unexcused.

2. Except in the case of extended emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the

agreed upon due date by close of class. Assignments turned in after class will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) points each day late. If the due date is a problem, the student should see the professor and negotiate another due date well in advance. Because technology can be unpredictable, **assignments will not be accepted via email. All assignments must be presented to the instructor in class.**

3. If students are concerned about their class performance, the professor is more than willing to work with them to help improve understanding of the class material or the assignments *prior to the end of the semester*. Office hours are available weekly or an appointment can be set if needed. **Once final grades in the course are assigned, they are not negotiable.**

4. The ability to write in a professional manner is very important for social workers. Written work must be typed, edited for grammatical, spelling and typographical errors. Work will be graded based on the American Psychological Association (APA 5<sup>th</sup> Edition) guidelines for references and citations.

5. Student feedback is welcome. The professor may elicit formal and/or informal feedback from students on their learning and on the effectiveness of the professor's teaching strategies and style. Students are encouraged to provide feedback during office hours, by phone, e-mail or appointment.

6. All students are expected to maintain confidentiality regarding all shared professional and personal information related to agencies, clients or the experiences of other students, as required by Section 1.07 of the National Association of Social Workers Code of Ethics.

7. The UT School of Social Work is a training ground for professionalism. Participation in class should be seen as an opportunity to hone skills in how to work with individuals and groups you may encounter in the work setting. Using diplomacy, tact, and cooperation with fellow students will provide students practice for future staff meetings and clinical teams. Professional demeanor in interaction with the professor will afford the students practice with future supervisors who will "grade" the professional's skills. Class presentations, if applicable, require professional dress.

#### **VI. Special Accommodations for Students with a Disability**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

#### **VII. Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students. ( <http://www.utexas.edu/depts/dos/sjs> ).

**VIII. Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

**IX. Grading Scale**

The following scale will be used for grading/evaluating student performance on the graduate and undergraduate level.

100 - 94 = A  
93 - 90 = A-  
89 - 87 = B+  
86 - 84 = B  
83 - 80 = B-  
79 - 77 = C+  
76 - 74 = C  
73 - 70 = C- (Constitutes a failing graduate course grade: 73 or below)  
69 - 67 = D+  
66 - 64 = D  
63 - 60 = D-  
59 and below = F

**X. Student Performance Evaluation**

Attendance/Class Participation/ Discussion	10%
Community Assessment Project	25%
Crisis Intervention Paper	35%
Mid Term Exam	30%
<b>Total</b>	<b>100%</b>

**XI. Other**

In this class, the instructor will use Blackboard – a Web-based course management system with password-protected access at <http://courses.utexas.edu> – to distribute course materials, and to communicate and collaborate online, Students can find support in using Blackboard at the ITS Help Desk by calling (512) 475-9500, M-F 8a-6p.

**XII. Course Schedule – schedule is tentative pending confirmation of speakers**

**Purple and Italics –Will Be Uploaded to Blackboard**

<b>Date</b>	<b>Topics/Activities</b>
<b>Aug 25</b>	Introductions Class Overview and Syllabus Review Class Expectations Introduction to Crisis Intervention Holmes & Rahe Scale of Life Events  <b><u>Reading:</u></b> Kanel – Ch 1: What is a Crisis?
<b>Sept 1</b>	History of Crisis Intervention Roberts Seven Stage Crisis Intervention Model Ethical and Professional Issues  <b><u>Reading:</u></b> Kanel – Ch 2: The History of Crisis Intervention; and Ch 3: Ethical and Professional Issues Roberts – Introduction and Ch. 1: Bridging the Past and Present to the Future of Crisis Intervention <i>Myer – Appendix A: Ethical and Legal Issues</i>
<b>Sept 8</b>	Theoretical Concepts Brief Solution Focused Therapy Cultural Sensitivity in CI/Disability/GLBT  <b><u>Reading:</u></b> Kanel - Chap 4: Cultural Sensitivity in Crisis Intervention. Roberts – Ch. 3: How to Work with Client's Strengths in Crisis Intervention: A Solution Focused Approach <i>Greenstone &amp; Leviton – Ch. 1: Approach to Crisis Intervention</i> <i>Greenstone &amp; Leviton – Ch. 2: Procedures for Effective CI</i> <i>Greenstone &amp; Leviton – Ch. 3: Communicating Effectively with Those in Crisis</i>
<b>Sept 15</b>	Assessment Myer's Triage Assessment Model  <b><u>Reading:</u></b> <i>Myer–Ch. 3: Assessment of Affective reactions</i> <i>Myer–Ch. 4: Assessment of Cognitive Reactions</i> <i>Myer–Ch. 5: Assessment of Behavioral Reactions</i> <i>Myer–Ch. 6: Using the Triage Assessment Form: Crisis Intervention</i> <i>Myer- Appendix B: Triage Assessment Forms</i>

**Sept 22  
and 29th**

Mental Health / Clinical Disorders  
Healthcare and Medical Crisis  
SPEAKER– PES Psychiatric Emergency Services

**Readings:**

Roberts – Ch. 23: Crisis Intervention in the Hospital Emergency Room  
Roberts – Ch. 26: The Comprehensive Crisis Intervention Model of Safe Harbor Behavioral Health Crisis Services  
Roberts – Ch.27: A Model of Crisis Intervention in Critical and  
Roberts – Ch.29: Crisis Intervention with HIV-Positive Women Intensive Care Units of General Hospitals

Suicide  
Lethality Assessment

**Reading**

Kanel – Ch 6: When Crisis is a Danger  
Roberts - Ch 2: Lethality Assessment and CI w/ Persons Presenting with Suicidal Ideation  
Roberts - Ch. 17: Adolescent Suicidality and Crisis Intervention  
*Fiske, Riley and Wido. (2008). Physical Health and Suicide in Late Life: An Evaluative Review. Clinical Gerontologist 31(4).*

**Oct 6**

Developmental Crisis  
School crisis intervention, teen pregnancy, gangs, and runaways.  
Aging  
Crisis w/ Caretakers  
SPEAKER – SCHOOL CRISIS INTERVENTION

**Reading:**

Kanel: Chapter7: Developmental Crisis  
*Greenstone & Leviton – Ch. 7: Children's Reactions to Crises*  
Roberts – Ch. 21: School Crisis Intervention, Crisis Prevention, and Crisis Response: Ch. 22: Crisis Intervention with School Violence Problems and Volatile Situations  
Roberts: Chapter 30: Crisis w/ Caretakers  
*Articles on the Crises of Aging - TBD*

**Oct 13**

**COMMUNITY ASSESSMENT PROJECT DUE**  
Crisis of Loss;  
Grief and Loss: Normative and Non-normative

**Reading:**

Kanel – Ch 8: Crisis of Loss  
Roberts - Ch.12: Crisis Intervention, Grief Therapy, and the Loss of Life  
Roberts – Ch. 16: Crisis Intervention with Early Adolescents Who Have Suffered a Significant loss  
Roberts – Ch. 28: The Crisis of Divorce: Cognitive–Behavioral and Constructivist Assessment and Treatment

**Oct 20** Family Crisis  
Crises of Addiction  
Crisis of Violence  
SPEAKER: RAPE CRISIS CENTER

**Reading:**

Kanel – Chapter 10: Crises Related to Substance Abuse  
Kanel – Chapter 12: Child Abuse, Spousal Abuse, and Sexual Assault  
Roberts: Ch 24: Crisis Intervention Application of Brief Solution  
Focused Therapy in Addictions  
Roberts – Ch. 19: A Comprehensive Model for Crisis Intervention with  
Battered Women and Their Children  
Roberts - Ch.20: Crisis Intervention w/ Stalking Victims  
*Greenstone & Leviton – Ch. 9: Family Crisis*

**Oct. 27** **MID TERM EXAM REVIEW**  
**STUDY GROUPS**

**Nov 3** **MID TERM EXAM**  
Disasters & Community Crises

**Reading :**

Roberts - Ch. 6: The ACT Model: Assessment, Crisis Intervention, and  
Trauma Treatment in the Aftermath of Community Disaster and  
Terrorism Attacks  
Roberts – Ch 8: Disaster Mental Health: A Discussion of Best Practices  
as Applied After the Pentagon Attack  
Roberts - Ch.14: What He Knew Before It all Changed: A Narrative  
From Ground Zero

**Nov 10** Crisis Response Teams (CRT)  
Critical Incident Stress Management (CISM)  
Comprehensive Community Services  
Crises and Violence in Public Settings  
SPEAKER: Wm County Mobile Outreach Team

**Reading**

Roberts – Ch. 9: Innovations in Group Crisis Intervention: Critical  
Incident Stress Debriefing (CISD) and Critical Incident Stress  
Management (CISM)  
Roberts – Ch. 25: Mobile Crisis Units: Frontline Community Mental  
Health Services  
*Greenstone & Leviton – Ch. 4: Team Intervention*

**Nov 17**      Research in Crisis Intervention  
Acute Stress Disorder  
Post Traumatic Stress Disorder

**Reading:**

Kanel – Ch 11: PTSD, Community Disasters and Trauma Response  
Roberts - Ch. 4: Differentiating among stress, acute stress disorder,  
crisis episodes, trauma and PTSD: Paradigm and treatment goals  
Roberts – Ch. 31: The Crisis State Assessment Scale: Development  
and Psychometrics  
Roberts – Ch. 32: Designs and Procedures for Evaluating Crisis  
Intervention

**Nov 24**      **NO CLASS – HAPPY THANKSGIVING**

**Dec 1**      **FINAL PAPER DUE**  
Burnout, Compassion Fatigue and Self Care  
Course Evaluations

**Reading**

Roberts – Ch. 18: Crisis Intervention at College Centers  
Roberts – Ch. 10: Crisis Support for Families of Emergency  
Responders  
*Greenstone & Leviton – Ch. 6: Intervener Survival*

## **CLASS ASSIGNMENT # 1**

### **Community Agency Assessment (5-7 pages) (25%)**

**DUE OCTOBER 13, 2010**

**Purpose:** This assignment is designed to help you become familiar with a local agency that provides crisis intervention services to various populations. In addition to the clinical aspects of the assignment, you will be looking at agency barriers to providing the optimum service.

#### **Assignment:**

1. Identify a social service agency in the local community that provides crisis intervention services to clients.
2. Call and set up an interview with a staff person who provides these crisis intervention services.
3. Conduct the interview and write up an agency summary.

The interview and subsequent paper should include the following:

- Name & brief description of the agency, including agency's mission, goal(s), purpose, funding.
- Description of the agency's client population (ages served, ethnicity, SES, presenting problems addressed, approximate length of time client is provided services.).
- Name, job title and job role of person interviewed. Include any special training worker may have had in crisis intervention or related field.
- Description of types of crisis situations addressed (sexual assault, child abuse, death, domestic violence, etc.). Describe models & theories of crisis intervention utilized by the worker and/or agency; if they cannot discuss theories, provide a description of their approach.
- Discussion of whether the agency does follow-up. Reasons? What does agency follow-up consist of?
- Discussion of barriers to appropriate referral to other community resources; availability of such services; and funding barriers.
- Do they evaluate their program effectiveness? What methods do they use
- Critique: What are your thoughts/reactions on the agency's follow-up and/or evaluation processes? Any special challenges faced by the worker you interviewed and/or this agency? Any cultural considerations/issues in their crisis intervention work? Any ethical considerations/issues/challenges?

## **CLASS ASSIGNMENT #2**

### **MID TERM EXAM IN CLASS EXAM (30%) NOVEMBER 3, 2010**

**Purpose:** This assignment will encourage you to complete the class assigned readings and utilize information from the readings and classroom discussions to enhance your knowledge of the subject matter.

## **CLASS ASSIGNMENT # 3**

### **Crisis Intervention Paper (8-10 pages) (35%) DUE DEC 1, 2010**

**Purpose:** This assignment allows you to integrate theoretical knowledge; analyze values, ethical dilemmas and professional use of self; and demonstrate an understanding of theoretical models discussed in class and explored in assigned readings. You will choose a topic of interest that is crisis in nature and explore it fully.

**Please organize the paper using the headings and subheadings provided below:**

**1. Introduction and Overview:** This section of the paper serves two purposes. First, you will describe the targeted problem or client population as identified. Second, you will provide a general overview of the scope of your chosen crisis, including a brief literature review of current (8 studies since 2000) evidence-based research related to best practices in this crisis area.

**2. Assessment & Intervention:** Describe how you will assess the person or client population and how you will apply the theoretical model chosen. This section should demonstrate your competence as a practitioner and should synthesize an understanding of the client's experience of the crisis as well as an in-depth grasp of how you as the social worker would utilize the intervention model.

**3. Special Circumstances and Ethical Considerations:** Address any culture/ethnicity, gender, age, special circumstances, and/or sexual orientation issues that may relate to the issue chosen. In addition, please consider what ethics or value-based concerns may arise as related to the issue. With both diversity and ethics issues, consider how these may relate or affect both assessment and intervention, as discussed in class and in reading assignments.

**3. Critique and Summary:** What are the strengths and weaknesses of your intervention, including both the model and your clinical skills? What areas of the intervention would benefit from additional clinical support? What might some of this support be?

**Note:** You will be graded on the organization of your paper, critical thinking and analysis demonstrated, the appropriate integration of theory with practice, as well as your writing style including correct grammar, spelling and punctuation, and correct application of APA (5th ed.) citations in both the body of the paper and the reference page.